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ABSTRACT

A community college can benefit its students, community, and nation by helping local businesses develop their world trade potential. Most community colleges have the expertise, resources, and capability to help local businesses benefit from these export opportunities. Rockland Community College (RCC) in New York, for example, has designed and implemented a number of programs to serve the special needs of its community, including training in management, accounting, marketing, travel and tourism, office technology, data processing, retailing, and advertising. These programs have been offered as pre-career programs, on-the-job supplementary training, customized training for local businesses, and cooperative efforts. Regular contacts with local groups such as the Private Industry Council and Industrial Developmental Association have suggested many programs for the college curriculum, including a program of study in international business; and resulted in the establishment of a non-profit membership organization to promote international trade and provide assistance to firms dealing with international trade. RCC trustees, administrators, and faculty have played vital roles in providing leadership to local businesses to help develop their export potential. Trustees participate by clarifying the institution's mission, moving the college toward greater community responsiveness, ensuring adequate funding, and communicating with the community. Faculty and administrators can participate by serving international students, giving the curriculum a global perspective, offering foreign languages and making them relevant, sponsoring co-curricular activities and faculty exchanges, promoting study abroad, and providing public forums on international topics. (EJV)

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COMMUNITY COLLEGE LEADERSHIP IN DEVELOPING WORLD TRADE OPPORTUNITIES FOR LOCAL BUSINESS AND INDUSTRY

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A community college can benefit its students, community and nation by helping local businesses develop their world trade potential. This presentation tells first how the nation, community, business, and students benefit. Second, it provides specific examples of college activities used to promote world trade utilizing the Rockland Community College experience. Third, it comments on the parts played by community college trustees, administration and faculty in helping local business and industry develop world trade opportunities.

International trade has been one of the fastest growing sectors of the world economy. The environment for growth has been fostered by six forces not present prior to the Second World War. These forces are: First, the creation of the International Monetary fund which provides a framework of international liquidity to facilitate the transfer of goods between nations. Second, a commitment to free trade formalized by the General Agreement and Tariffs on Trade (G.A.T.T.) reducing high tariffs. Third, the absence of world war. Fourth, the economic growth in individual nations creating market opportunities. Fifth, increased speed and lower cost of international communications made possible by the jet airplane and electronic transmission of data. Sixth, the emergence of the international corporation. This growth environment has fostered international trade increases of 4% to 7% annually since World War II, unparalleled expansion.

What nation is the largest single national market in the world? The United States. The market opportunity offered by the United States has been recognized by our trading partners. As international trade value has increased yearly, the United States' share of that trade has decreased. From 1960 to the present the United States share of the world market declined drastically from 18 to 12 percent. Exports account for less than 7% of our Gross National Product, the lowest percentage of any industrial nation. The United States has lost its preeminence in world markets because it has failed to export.

The United States, while the largest single national market, represents less than 25% of the total world market for goods and services. Large nationally based corporations have realized that by serving the U.S. market they are only reaching 25% of the world's potential market. Eighty-five percent of our total exports can be attributed to 250 of the largest companies in the U.S. These large national companies, however, represent less than 5% of our national manufacturing base. 95% of our manufacturing base is in firms with less than 250 employees, small businesses. Chances are that 95% of your community economic base is small business. Our nations gloomy position in the international trade picture is due to lack of participation in exporting by medium and small businesses. The great majority of United States employers are not actively exporting their products. The majority of the employers in your community college

district are not exporting their products. As a nation we continue to import more goods than we sell abroad, creating trade deficits. Small business should be playing an important part in increasing exports, they are not. For small businesses, the exporting of goods seems forbiddingly complex. Questions such as, "What countries need my goods? How is payment arranged internationally? How do I deal with shipping regulations, tariffs and government regulations?" seem overwhelming. We found that of the 840 firms in Rockland County, New York 608 have exporting potential but only 69 or 11% were engaged in some kind of export activity. Local businesses need help to develop exports - the help community colleges can provide. Help that will benefit the nation, the community, and the college itself.

The benefit to the nation from a community college developing world trade opportunities for local business and industry are three-fold: reduction of trade deficits, job creation, fostering of peace and understanding. Since 1975 the balance of trade has been in the red every year. The deficit is now at 170 billion dollars. This deficit endangers our economic health, burdens the future of our children, and takes funding away from needed educational and social programs. The promotion of exports is a workable answer to solving trade deficits. A decrease in the rate of unemployment continues to be a high priority of the government. Small businesses are the largest creators of new jobs. Sixty percent of all new jobs are generated by small

businesses. For each new million dollars of exports an additional 32 jobs are created for American workers. Similarly, decreases in exports means greater unemployment. Unemployment will be reduced if small businesses increase exports. A weak export performance results in trade deficits which promote efforts to restrict imports. Import restrictions invite retaliation, resulting in higher prices at home and restricted access to the variety of goods available from foreign sources. Increased exports reduce pressure for protectionism by making the fact of an interdependent global economy less threatening. John Naisbitt in his recent work Megatrends observes that the United States is part of an interdependent global economy. This global economic inter-dependence if viewed positively can be a sustaining force for peace and understanding between nations. In the words of Benjamin Franklin, "No nation was ever ruined by trade."

Local business and industry in our communities are faced with a phenomenon of increasing world economic interdependence and trade competition. These businesses are inadequately prepared to cope with the imperative for expanding export activity required to sustain American economic development. Local businesses benefit from community college leadership by being able to take advantage of world trade opportunities. Community college leadership can provide an integrated community response at the pragmatic level to help these businesses, providing local economic

development by implementing an active agenda of export assistance. The benefits to the community are those that flow from increased economic prosperity and employment. Entering the overseas market offers a small business exciting opportunities to increase sales and profit. The advantages to local business that begin export activities are (1) increased profits, (2) additional markets, (3) increased product/service life cycle (4) increased demand for seasonal products, (5) low per unit fixed costs, (6) increased number of customers, (7) better utilization of personnel, (8) increased productivity, and (9) tax advantages.

Community colleges have traditionally been concerned with meeting the educational needs of their local communities A community college continues in this tradition by providing leadership to help local businesses develop world trade capabilities. The attitude that the interest of the community college in its local community precludes involvement in international education activities has been changing. American community colleges are becoming internationally minded in response to the reality of the world in which we live today, a world in which nations and peoples are interdependent. The failure of a crop in China affects the cost of feeding people throughout the world. The oil flow rate from an obscure sheikdom can produce lines at gas stations. The nuclear accident at Chernobyl is the latest graphic example of world interdependence. The fact is that nations and cultures now interact as never before. Advances

in the technology of transportation and communication allow nations and cultures to interact at the speed of light and sound. The global reality is that we are one world. One striking photograph taken in our lifetime summarizes the perceptional change of ourselves in relation to the world that is taking place, the famous and beautiful picture of the earth as seen from the moon. There are no lines, no national boundaries; but a single, incredible blue-marble ecosystem against a black heaven with all of us integral to its survival.

Howard Berry, Director of the International/Intercultural Program at Rockland Community College, in a recent article in the Trustee Quarter writes,

> "The world impinges. The community can no longer narrowly be defined as our local country, region, or even Western Civilization. It is, literally, economically, politically and culturally, the world. And it is the imperative of education, as it has been in all ages, to seek to understand the condition we find ourselves in, and to introduce our students to that understanding--and that world."

For the educated citizen of the contemporary world a global awareness is a necessity if he is to function responsibly. The community college with its traditions of outreach to the community and pedogogical creativity is in a unique position to help students develop a world mindedness.

One step a community college may take in moving beyond a

parochial view of community to prepare its students to function in the global reality of the present and future can be responding to local business needs for know how and knowledge on how to export their products. Edmond Glazer, Past President of the AACJC, recently recognized this when he stated that "recent interest in international education is driven by economic necessity." The fact is that many community colleges are setting up programs to help local businesses assess whether they should be exporting and what they should be exporting. They are leading local business toward building up their international trade. The colleges are also educating students to work with these businesses. These developments are generating campus-wide evaluations of the role of international/intercultural concerns in the curriculum and educational atmosphere on campus. These evalutions are leading to curriculum change which benefit students by preparing them for citizenship in an interdependent world.

Most community colleges have the expertise, resources, and capability to help local businesses benefit from the export opportunities in world trade. Specific examples of college activities used to promote trade opportunities for local businesses will be presented next! These activities have been successful at Rockland Community College and have the potential for replication on most community college campuses.

Rockland Community College has extensive experience in

designing and implementing programs to serve special needs of organizations in the community, both business firms and not-for-profit agencies. These varied programs have included training in management, accounting, marketing, travel and tourism, office technology, data processing, retailing, advertising, and the like. They have been designed both as pre-career programs and as on-the-job supplementary training. Through its Office of Business and Industrial Development, the College has developed customized training for local businesses including such specialized areas as electronics, foreign languages, information processing, communications, and office technology. The college cooperates with other Rockland County groups such as the Private Industry Council, The Rockland County Association, The Industrial Development Association, The Council on Economic Education, and the Board of Realtors, first to discover educational needs and, second, to devise cooperative programs to meet them.

Such regular contacts sometimes suggest programs for the college curriculum, and one of these became evident in the late 1970's: International Trade. No program existed in our area on that subject although it had been discussed as a possible academic option. However, we have always been guided by the principle that a career oriented program must have an organic relationship with the practitioners in the field. The opportunity for such a relationship first presented itself in 1982 when several active business people in the field of International Trade met with the President of

Rockland Community College and the College's Director of Business and Industrial Development to explore possibilities for a program in that subject. These business people believed, as did the leadership of the college, that there was a potential for helping business firms in our area enter international trade and benefit from it, but that there was a dearth of knowledge of the opportunities available as well as of the specific kinds of training needed to take advantage of these opportunities.

Two specific actions resulted from the 1982 meeting:

1. There was established a non-profit membership organization called the Tappan Zee International Trade Association (TZITA) with the objective of promoting international trade in general and providing assistance to business firms in dealing with matters of international trade. Members of the organization included practitioners in the field of finance and banking, insurance, transportation, shippers, carriers, freight forwarders, exporters, as well as educators and governmental officials interested in stimulating the knowledge of international trade throughout the community. By 1986, membership has grown to approximately 175 people.

2) The college inaugurated a program of study in international business and appointed appropriate faculty and outside advisors to develop such a program.

It was agreed that the Private Industry Council, together with the college and the TZITA itself would work

mutually on all elements involved with the international trade program. Representatives of Rockland Community College and of the Private Industry Council joined the Board of Directors of the Tappan Zee International Trade Association and remained active members of that board.

The TZITA Program:

1. A cornerstone of the TZITA program is the series of world trade seminars which have taken place from its beginning. These have evolved as quarterly luncheon meetings each of which is devoted to a significant topic in the area of international trade, presenting experts drawn from sources available in the New York City area. The meetings provide not only expertise in a specific knowledge area but also an opportunity for members and visitors to interact with one another and share experiences and ideas related to international trade. Typically, since 1982, an audience of approximately 100 people attends these luncheon seminars. Subjects have included country briefings (e.g., Korea, Egypt), practical operational matters (collecting, shipping, etc.) and major international developments (GATT decisions, the role of the dollar, etc.)

2. As part of the educational program, all of the presentations at world trade seminars have been videotaped. These tapes have been made available to firms and educational institutions which wish to review the material presented. The taping is done by the staff of Rockland Community College, and the faculty of the College has been encouraged

to use the tapes for classroom purposes. No charge is made, except where reproduction is necessary and reproduction is offered at minimal fees.

3. The TZITA has produced a newsletter entitled "The Bridge" which covers a wide variety of material related to international trade as well as Rockland County activities and personalities in relation to international trade, the role of the college and the activities of the Association itself. This newsletter is published three times a year and sent to a mailing list that was developed in combination with outside organizations that showed interest. It has generated interest throughout the county.

4. The World Trade Seminars have been supplemented by special programs in special areas. The latest of these (June 1986) was a half-day seminar on an Overview of Export Administration Regulations conducted by an expert from the U.S. Department of Commerce.

5. The association has cooperated with the New York State Department of Commerce and the U.S. Department of Commerce in programs that these governmental entities sponsor. These include presentations abroad at various trade shows as well as the "matchmaking" service whereby American firms are connected with foreign firms with the intention of providing ways for them to do business with one another.

6. The association has invited the local representative of the U.S. Department of Commerce (International Trade Administration) to join its board and become an integral part

of the activities of the association, specifically to provide individual members and others with a way of making direct contact with the Commerce Department for purposes of international trade.

Joint Activities of RCC and TZITA

A number of programs have been developed and carried out which involved direct collaboration between the two organizations.

1. The College assigned a member of the faculty to work with the TZITA (as part of the faculty member's load) in all matters that appear to be helpful to both organizations and where regular cooperation was called for. These specifically included the editing of "The Bridge," arrangements for World Trade Seminars and the supervision of the resource center.

2. The International Trade Resource Center (IRTC) was set up by the college jointly with TZITA on college premises as a way of providing a permanent location for materials useful in international trade. The IRTC body of resources is made available to persons in need of information. Also members of the college faculty and staff make themselves available for consultation and help as necessary.

3. The college has provided an office for the local representative of the U.S. Department of Commerce so that any member of the business community can reach such a person under a regular schedule and with easy access. This representative will aid any business identifying potential customers all over the world through the various Department

of Commerce data sources.

4. The College and TZITA jointly have joined a computer network of similar institutions throughout the East who are all engaged in dealing with international trade matters. Through the network, accessed by our own modem, we are able to provide information to other organizations and to retrieve information from organizations as necessary. The College provides the facility for such information processing.

The College Program

1. A series of courses in international trade has been developed as part of the business curriculum, these have been submitted for approval as a degree program (AAS) in international trade, similar to our degrees in accounting, data processing, management, etc. The present program consists of four specialized courses: International Business, International Finance, International Marketing and Documentation. These courses are offered both day and evening. The degree also requires an appropriate mix of liberal arts courses, plus certain subjects related to international trade such as language.

2. The College provided training for one faculty member whose background includes practice and academic work in international trade. He took part in graduate level courses and internships with business firms engaged in international trade. He has become a focal point for expertise within the college faculty.

3. The College has developed a program of internships

for students in international trade in connection with the membership of the TZITA. The members have been particularly helpful in placing students for experiential learning.

4. The college has used members of the TZITA as adjunct professors in its program of international trade thereby tapping on the expertise of the community.

5. The College has developed a series of promotional materials related to its program which include references to the role of the TZITA. These are disseminated in various ways throughout the community.

6. The College has produced a series of four modules on international trade in the form of video tapes, each of which runs 15 to 20 minutes. The purpose of these modules is to provide short-term summaries of four important areas of knowledge in the field. These tapes are being made available to other faculty members of the college, especially in the Business Department, to introduce ideas related to international trade in other courses such as economics, finance, and marketing. The four modules cover the following subjects: finance and the role of the bank, selling in international trade, documentation in international trade and the role of the freight forwarder-customs broker. These are also made available to businessess who wish to use them as a basis for their own training on their own premises. The taping was based on scripts prepared under college supervision by various experts from the membership of the Tappan Zee International Trade Association. They are

available for circulation through the college library.

7. The College has developed an outline for a special course entitled "New to Export" which will be presented as a series of six sessions as part of the college "credit free" program for members of the community. The faculty for this presentation will be drawn from members of the Tappan Zee International Trade Association.

8. In its institutional long-range planning, the College has identified several faculty members who can provide special competence in the curriculum area of international trade. We will provide opportunities for these faculty members to increase their expertise and play a greater role in the international trade program.

9. The College has established relationships with a number of organizations also interested in international trade. Among these are: The National Clearing House Resource Center for International Business Education, associated with the American Association for Community and Junior Colleges; The International Services Association of Community Colleges of New York (ISACC), an affiliation of 30 community colleges in the SUNY system; The College Consortium for International Studies (CCIS), a national organization of colleges and universities which provides access to overseas studies and internships.

These activities describe a college identifying a community education need, cooperating with local business and industry, developing linkages of expertise, and providing

human and physical resources to meet that need.

Trustees, administrators and faculty have vital roles when a college provides leadership to local businesses to develop their export potential. The most successful programs to help local business develop world trade literacy do not stand alone on the campus but are one part of a total college environment that infuses instructional activities with global perspectives that prepare students and community members to comprehend their own interaction with the world, to be internationally literate, to be educated persons in the contemporary world. They create the campus ambience that promotes the kind of aforementioned activities to help businesses benefit from exporting.

Trustees have many responsibilities in serving as the governing board of a college. The actions trustees take in fulfilling four aspects of their responsibilities help prepare a college to assist local businesses in developing their world trade potential. First is in their responsibility to clarify the institution's mission. They must insure that the College's mission statement, the statement of instructional goals and objectives include commitment to developing international/intercultural perspectives into classroom instruction, school life, cultural affairs and responsiveness to the local community as part of the world. Of the thirty-three goals specified in Rockland Community College's Mission Statement five goals are specific in requiring actions that infuse the college with an

international/intercultural perspective. They are:

Goal I: Strengthen curricula in the liberal arts and sciences and develop new curricula and courses as appropriate that continue to move towards greater internationalizing of content guided by an awareness of an increasingly closely knit world and a sense of global community.

Goal II: Establish new degree and certificate programs, particularly in the emerging high technologies, and modify existing programs to reflect the effect of technological development on business, industry and society. Determine the need for new programs through analysis of economic and technological trends in Rockland County, the nation, and the world.

Goal IV: Develop where feasible the international and intercultural dimensions of all curricula.

Goal X: Increase opportunities for study abroad.

Goal XIX: Continue to encourage the international and intercultural experiences of students.

The trustees, as policy makers, adopt the College's mission statement which moves the College to fulfill its obligation of assisting students to become more productive citizens of their local communities and the world.

Second, in overseeing the educational program of the College, trustees can move a college toward greater responsiveness in helping local students, community and business function in an interdependent world. Every educational program should be able to demonstrate that it

prepares the students and reaches out to the community to develop international literacy.

A third action the trustees can take is in their fiduciary roles to ascertain that funding exists to support international/intercultural activities and specifically approve the expenditures to make the college's resources available for local industry to develop world trade exports.

The fourth action that trustees can take relates to their role as communication links with the community, to interpret the community to the campus and the campus to the community. Trustees need to point out to college administration the community benefits which can be derived from local industry increasing world trade exports. Likewise, trustees must make known to community constituents the expertise and assistance available at the college.

Trustees, by identifying community needs, providing policy, direction, and support, can lead a college toward becoming a comprehensive center of higher education that responds to the immediate needs of the community, anticipates future directions, and fulfills those visions of the future, which include the recognition that we are part of a global community. One part of this is developing world trade opportunities for local business and industry.

The activities that administrators and faculty undertake in helping the college provide leadership for the development of world trade opportunities can best be explained by specific examples. In the case of the administration working

with faculty to translate the mission statement goals into specific activities, promoting international literacy is the key. In the case of the faculty making global perspective part of their courses is the key.

The activities which I will describe are components of a total campus environment, a campus environment where providing leadership to local businesses and industry in developing world trade opportunities is understood to be relevant to the educational mission of the College.

These are examples of what administration and faculty have done on my own campus, Rockland Community College. Similar programs, services and activities are being undertaken on other campuses.

First: Serving International Students - The presence of international students on a campus and in a community can be important intercultural resources for students on the campus, in the classroom, and with community groups. The living presence of these students can be far stronger than any abstract studies.

Second: Giving the Curriculum a Global Perspective- Harlan Cleveland in an article entitled "Forward to Basics" states that the "widest and most neglected frontier of the United States educational reform is no longer international studies. It is a global perspective in <u>all</u> studies". The approach used at Rockland has been the infusion strategy, bringing international, intercultural, or global content into existing courses.

Third: Offer Languages and Make Them Relevant - At Rockland we have developed a self-study and native-speaking tutor program which presents some 50 languages to almost 400 students each year. Not only does this stimulate language study in general, it also provides links with local businesses wanting these skills for employees.

Fourth: Sponser Co-Curricular Activities - Formal studies need to be accompanied by a wide variety of non-formal campus and community activities. Cultural Affairs offices can intentionally schedule international groups; international students can initiate international festivals; faculty committees can plan "theme semesters" which bring in speakers, films, seminars to focus on a particular global problem or area of the world. For example, this fall our Social Science Department is presenting a series of lectures and discussions that will focus on vital issues confronting our local, national and international communities. The first speaker was Jacqueline Williams, Youth Director of the South African Council of Churches on the topic of "Youth and the South African Struggle."

Fifth: Sponsoring Faculty Exchanges - Opportunities for professional exchange with counterpart colleges in other countries are facilitated This can have a refreshing effect upon faculty, allowing them to bring back to their classrooms and students the results of such an experience. It can also lead to development opportunities, especially with Third World countries, building on the unique strength of community

colleges with technical and career programs which contain the very type of intermediate technical training needed in these nations.

Sixth: Promoting Study Abroad Programs - Overseas programs tend to be both the most obvious and visible of international activities. The days when study abroad was the territory of the Junior Year of the four-year institution are long past. Through existing consortial program-sharing structures developed by Rockland in affiliation with the College Consortium of International Studies, some 400-500 students and community people participate in semester/year or short-cycle programs in other countries each year. During the Wintersession next January the College will be operating 15 overseas academic travel programs.

An exciting new development in study abroad programs is service-learning. Service-learning gives students a direct and immediate international/intercultural opportunity by placing them in an experiential learning situation in a service agency or community project in another country. These programs provide a very powerful combination of cognitive and effective learning, along with an individualized pedagogy linking learning to service.

Seventh: Providing Public Forums on International Topics - Three to four times a year issues of contemporary global and international concern are presented on campus. A recent forum presented Noble Peace Prize laureate Dr. Aldolfo Perez Esquivel speaking on Peace and Justice in Latin

America. These forums attract full attendance from community and campus participants. The International trade seminars fall into this category.

The activities undertaken to develop world-trade opportunities for local businesses and industry were one component of a campus environment that recognizes that the community is a part of the world.

In Rockland County, New York, small businesses have increased their exports and profits. New jobs have been created and the county has the lowest unemployment rate in the state. The county and state have benefitted from increasing economic prosperity resulting from increased trade. A contribution has been made to reducing the trade deficit. Students' comprehension of the value of international/intercultural education has increased. Because Rockland Community College recognized the need for and provided leadership to local business and industry to develop their world trade capabilities, the community college has provided a tangible benefit to its students, community, and nation.

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